DOCUMENT RESUME

ED 106 781 CS 001 822

TITLE Ideas for Classroom Reading Activities.
INSTITUTION Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.
PUB DATE [74]
NOTE 20p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *Class Activities; *Classroom Techniques; Elementary Education; *Reading Development; *Reading Instruction; *Teaching Methods; Vocabulary Development; Word Recognition

ABSTRACT

This document contains 21 reading activities for students in kindergarten through grade six. A description and procedure are given for each activity, including a list of materials needed. The activities include a variety of word games, multimedia approaches, and creative writing exercises. (LL)

ED106781

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OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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IDEAS FOR CLASSROOM READING ACTIVITIES

The Department of Instruction, Instructional Services Section gratefully acknowledges the talented efforts of the following Decatur School District Number 61 staff members in the development of this booklet.

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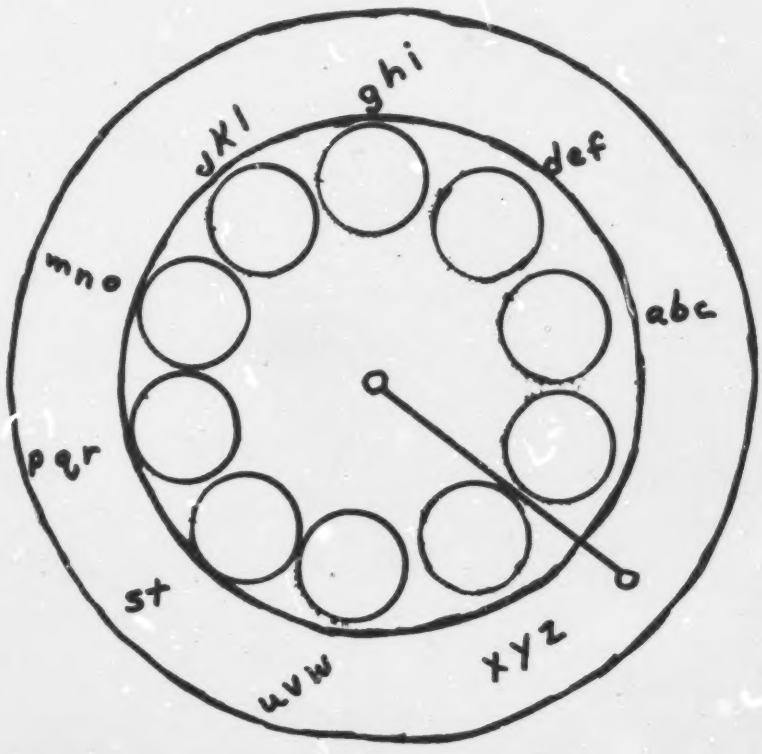
DIAL-a-WORD
Grades K-3

Description and Procedure:

Materials needed: Posterboard, razor blades, small pictures, plastic lid, brass fasteners, thin wire

Draw an outline of a telephone on the posterboard. Cut it out with the razor blade. To make the dial, cut out circles around the edge of the plastic lid. Attach the dial to the telephone with a brass fastener. Draw a line from the center to the edge of the dial. For the stop position wrap the wire around the center fastener and extend it to another fastener at the outer edge of the dial. Put letters around the dial as shown in the illustration. To find the position for the pictures, dial each letter of the word. The pointer on the dial will indicate where the picture should be placed. When the child dials the word he will go through the same procedure. The pointer on the dial will point to the picture if the child has spelled the word correctly.



WRITING A BOOK
Grades 1 & 2

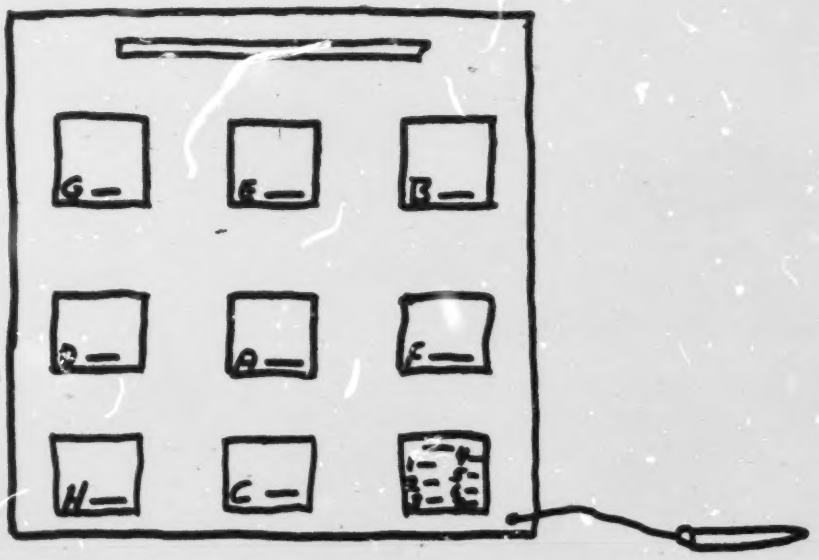
Description and Procedure: Most of these five first grade childen are just beginning to understand the concept of reading. They have gone through the first pre-primer and halfway through the second pre-primer. They have a sight vocabulary of about 50 words. Two of the five children began t miscall or confuse some words so I needed a method to re-inforce or reteach. They were very excited and eager to write a book. After deciding to write the book, we discussed what we could write about and the children talked about what they did during the day - things that happended, what the children did and when they did it.

Procedure: When we were ready to write, we basically used Hammond's Language Experience Approach. The major changes were that the children did rephrase some of their sentences using their sight word vocabulary; and for first graders, the story or book is rather long. It took four class periods from the time we started writing. I divided the story into pages to resemble a book. It then went to the "printers" so we could all have a book. The children have all taken pride in being able to read a page and illustrate what was read.

ROBINHOOD, A GOLDEN ADVENTURE
Grades 2 - 4

Description and Procedure: About the time of Walt Disney's animated film about Robinhood was showing, I purchased Robinhood, a Golden Adventure. I read it to some pupils. Other pupils were able to read it themselves. Later, as pupils dictated sentences to me about each page, I wrote them on strips of paper. After they learned to read the sentences, they put them in sequence. These sentences were stapled to the pictures.

I then made a bulletin board entitled, "Can You Put These Pictures in Order?" The pictures were labeled A, B, C, D, etc. in random order and put on the board. On this same board I placed a sheet of paper at their eye level. The directions told the pupils to place the letters of the pictures in correct sequence in the proper blank. This sheet of paper was covered with clear plastic. Nearby hung a grease pencil. Thus many pupils had an opportunity to test their skill.



SILHOUETTE FOR SELF-AWARENESS
Grade 1

Description and Procedure: The idea is one of many you might choose to incorporate into a unit on self-awareness. The unit can be any length you wish, from a few lessons to many, depending on what directions you decide to move into, such as occupations, religions, families, etc. I concentrated on, first of all, the differences between us; how none of us is exactly like anyone else. Because two of my students are identical twins, we discussed the advantages and difficulties involved in looking almost the same. I asked such questions as, "What would happen if everyone looked just alike?" "What would the world be like if everything were the same color?" We actually compared the physical characteristics of particular children and discussed likes and dislikes.

We then moved into the direction of the five senses; things we can see, touch, hear, taste and smell. We each chose a favorite food and a favorite smell.

Activities: We studied our features in the mirror and drew pictures of ourselves.

We utilized the booklet "All About Me", whose pages relate to senses, family, my best friend, what I like to do, etc.

We made handprints with tempera on construction paper and compared them.

As a culminating activity, we made silhouettes. These were done on brown wrapping paper with black marker. The children lie down on the paper and are traced by the teacher. They then paint or color their silhouettes to look like themselves. Silhouettes may then be cut out and pasted on a reinforcing and colorful background. The children may write descriptions of themselves to go with the silhouettes or, stories may be written with titles such as, "All About Me", or "My Favorite Things."

CITY CHILD
Grades 1 & 2

Description and Procedure: This unit takes a few days or many days, and can go in many directions, as the children's interests lead them.

It began with a poem called "City Child" by Mimi Brodski and was originally intended for first graders. However, I adapted this particular "project" to a group of second graders.

To motivate the children, I cut pictures from magazines, of city buildings, children playing on the sidewalks, etc. Then we talked a great deal about subways, city noises, skyscrapers, why people live in the city, what they do there, etc. We talked about our town and tried to decide whether or not it is a city. We talked of dwellings, apartment buildings, homes, trailers.

Each of the children made a "skyline". Some of them made a picture of a city as it is during the day, by cutting "buildings" from the classified advertising section of a newspaper, and pasting them on sky blue paper. Outlines of windows were made with black crayon.

Others made a city at night, pasting their buildings on a black background and cutting small yellow squares and pasting them on as windows. To give the appearance of a city street, the pictures can be displayed in a long line on a bulletin board. Children can also make construction paper autos, roofs, etc.

We talked also of the street where each child lived, what kind of dwellings, etc., and each child wrote his own story. Some wrote about a city in general, some wrote about his own street or home. Each child either found a magazine picture to paste above his story, or drew an original picture on construction paper. To further motivate the children and give them some guidelines, I wrote questions such as the following on the chalkboard: (I did not insist that they use them, however, but encouraged their own ideas.)

What is a city?
Do you live in a city? What is its name?
What street do you live on?
What are neighbors? Do you have lots of neighbors in the city?
Does your mother or daddy work in the city? How do they get to work? On a bus? In a car? Walk?
How do you get to school?
What kinds of noises can you hear in the city?
Do you like to live in the city? Why or why not?

Each child read his story in reading class and the room teachers permitted them to read it in their classroom also. This proved to be a very worthwhile learning experience, involving lots of thinking, verbalizing, listening, writing, spelling, reading. The children were very proud of their pictures and stories.

FILMSTRIP QUESTIONNAIRES
Grade 2

Description and Procedure: Equipment and Materials Needed: filmstrip, filmstrip projector or filmstrip viewers, questionnaires, answer sheet, pencils.

Group Presentation: Tell the children that you are going to show a filmstrip, but you are not going to play the record that goes with it. Ask how they can figure out what is happening in the story since you won't be playing the record. If they do not tell you immediately that they will have to read, show the first frame and ask if they can tell from this frame what they will have to do. If they still fail to get the idea that they will have to read, tell them. Explain also that they should pay close attention because they will have to write answers to questions after they have read the story.

Have the children read the story, helping them with difficult words and defining words they do not understand. When they have finished the story, distribute the questionnaires and have the children complete the statements.

For those children who need help, give them the script, explaining that the number in parenthesis is the number of the sentence in the script where the answers can be found.

Have another task to be completed when the children have answered all the questions and checked their answers. If, for instance, the task is to read a book, "hide" the answers in the book and allow the children to correct their own papers.

Individual Presentation: Instead of using a filmstrip projector, use filmstrip viewers and let each child view a different filmstrip, and answer questions, following the same procedure outlined for the group presentation.

Name _____

1. The King and Queen were unhappy because they had no _____.(3)
2. Then they had a tiny _____.(4)
3. They asked _____ fairies to be god-mothers.(4)
4. The _____ old fairy was angry because no one asked her.(6)
5. The bad fairy said the Princess would die when she was _____ years old.(9)
6. The young fairy said the Princess would not die, but sleep for a _____ years.(12)
7. After many years, a king's _____ came riding along.(24)
8. The hundred years were over and the thorns turned into _____.(27)
9. The Princess opened her eyes and smiled when the Prince _____ her.(31)
10. The Prince and Princess began to plan their _____.(34)

WHAT'S ON YOUR MIND?
Grades 1, 2, & 3

Description and Procedure: This unit takes 3-5 days and should be done consecutively.

Prior to unit take a few minutes each day for several days to ask each child "What's on your mind today?" or "What are you thinking about?" (This also helps children to keep attention on the lesson later if they have had a chance to just "open up" a few minutes at the beginning.) *It is wise to jot down at least one idea per child for future reference.

Purpose:

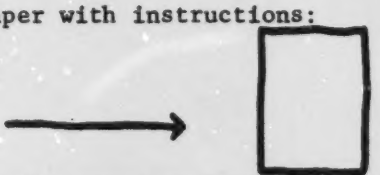
1. To develop self expression through
   a. verbalizing
   b. drawing
   c. writing
2. To follow directions
3. To give a brief insight into the function of parts of the body.

Materials needed: 12x18" construction paper (white, black, yellow, tan or brown), scissors, crayons, pencils, glue or paste, writing paper and/or chart paper.

The day you are starting unit, ask the same question. Let discussion follow with, "What is on your mind? Where is your mind?" etc. A visit to Learning Center to see a cross section of a head is good, and really creates a curiosity.

Give each child a choice of brown or white paper with instructions:

1. Place paper in front of you on desk.



2. With a pencil we are going to draw a big question mark without the dot. Start here.

3. Let's start at the beginning of the question mark and draw a line like this. What do you think we have drawn? (Our minds, our heads, etc.)

4. Put a face on your head and an eye.

5. We learned from head in the Learning Center that our mind is in our cranium under our hair. Now with pencil draw pictures showing "What's on your mind." (Later they may color.)

   *Teacher may need to refer to the ideas jotted down for children that cannot come up with a new idea.

6. Cut out head.

7. Using the mind part let each child trace and design his own hair-do.

8. Paste hair to cranium at top.

First grade:

1. A learning chart was written - each child telling what's on his mind.

2. Each child copied his part of the story.

Second grade:

Each child writes his own story. No emphasis in spelling or punctuation - just self expression. At conclusion each child shows "his head" and reads his story.

Third grade:

1. Each child wrote his story.

2. Without pointing out individual mistakes a general discussion was held talking about punctuation, etc.

3. Incorrectly spelled words were dictated to entire group and they looked up words in dictionary and listed them correctly spelled.

4. Each child corrected his paper and re-copied it.

5. Papers were read and placed with heads on bulletin board.

CARTOON CHARACTERS
Grade 1

Description and Procedure: An animal or character is put in an obvious place (chalkboard, table, desk, etc.) and talks to the children via tape recorder. Mine teaches a new word each time he comes and plays a game with the students. He speaks their language. They always listen carefully when the character talks and ask often if he's coming today. Most of the time I keep the lesson between 5 and 10 minutes.

Equipment - tape recorder, tape, character

WORD RECOGNITION
Grades K - 4

Description and Procedure:

1. Ditto a word list containing words that the children have had, such as:

dog	glad	sad
lad	dad	log
doll	gas	add

2. Make a flash card for each word. Hold up the card - have the child match the card to his words. He who finds it first, keeps the card.

3. Later hold up a flash card of the picture of the word - match the picture to the word list.

4. Later still, hold up the picture and the children can write these words.

SNAIL WORD GAME - INTEREST CENTERS
Grades 1 & 2

Description and Procedure:

Snail Game - Ditto

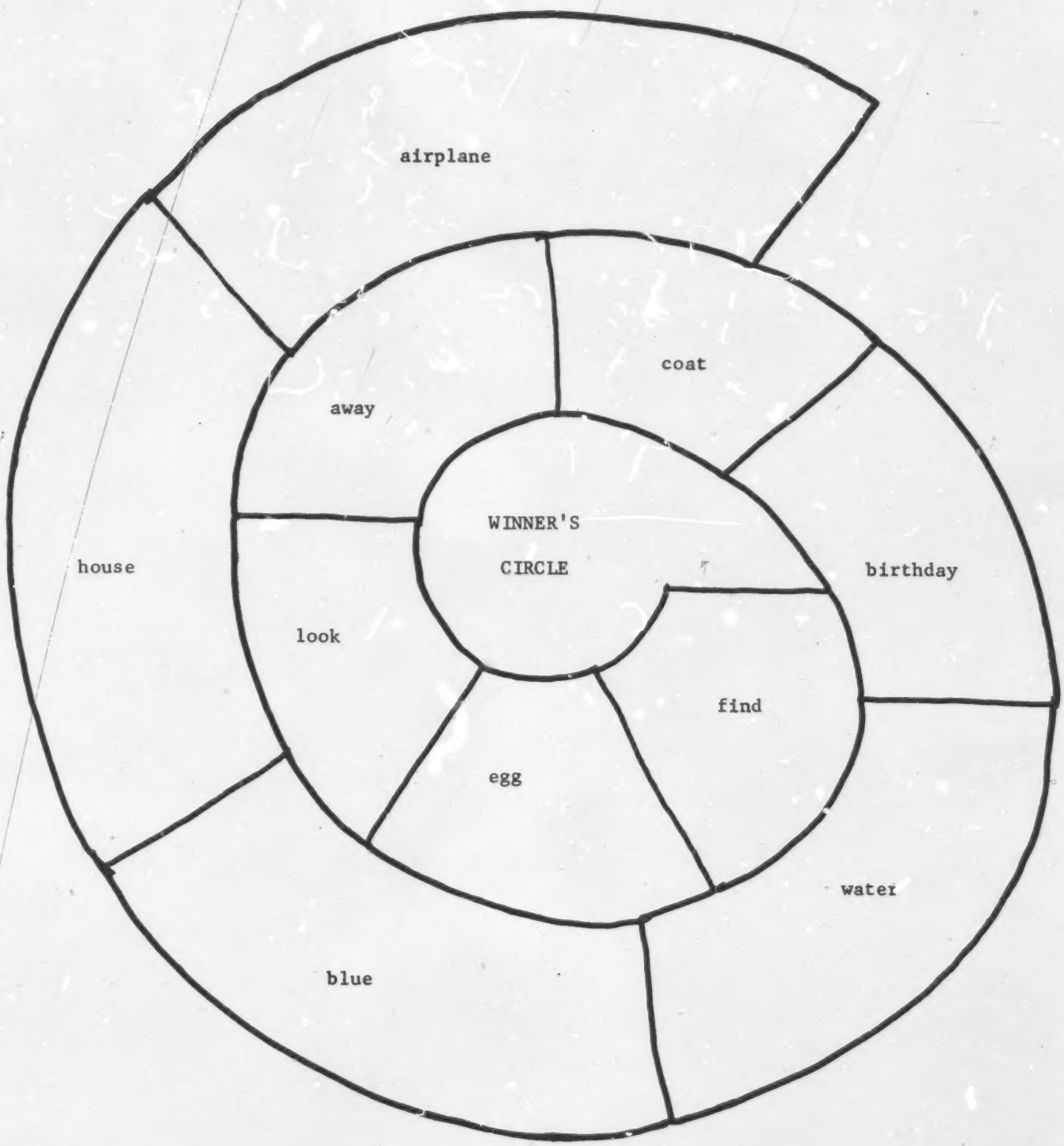
Dice or spinner

Markers

Interest Centers

Land, air, water animals (sorting - classifying)

Beginning consonant cards


airplane
coat
away
WINNER'S
CIRCLE
house
birthday
look
find
egg
water
blue

FLAG MAKING GAME
Grades 3, 4, 6

Description and Procedure:

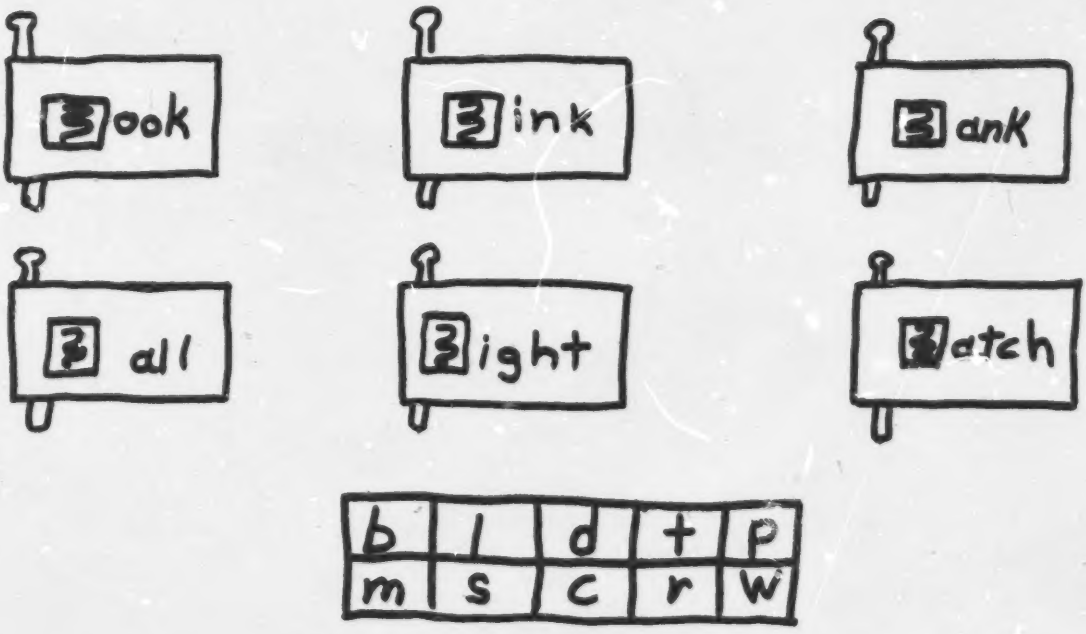
This is a game to stress learning blends and using them to make new words.

How many flags can you patch?

Copy the letters below. Cut them out. Turn them over and pick up three.

Now can you patch any of the holes in the flags by making real words?

Then pick up more letters. Keep score of the number of flags you can make.



CHARADES, SIGHT WORDS, LETTER PUZZLE, MATCHING ALPHABET LETTERS - CAPITAL & SMALL

Grades 1 & 2

Description and Procedure:

1. Make nouns out of verbs by adding "er". Draw card from pile. Act out word, write on board after correct guess.

2. Pile of sight words. Write the group of words (scrambled sentences) on board, in random order. Spread all words on floor and find the words in group. Make sentences. (asking and telling.)

3. Letter puzzle. Cut 2 each, large size letters into 3 pieces and put in individual enveloped. Paste one letter on front of envelope.

   1st grade - match pieces of letters to letter on envelopes as you would fit together a puzzle.

   2nd grade - fit together pieces of puzzle by just looking at envelope letter.

4. Matching letters. 2 large construction paper marked in 2" squares. 52 2" squares.

   Write capital letters on one piece of paper leaving a row of squares in between each row.

   Match capitals to capitals by placing letter on square under letter on paper (small to small, capital to small, small to capital).

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	Q	X	Y	Z	

a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	

ROAD MAPS

Grades 2, 3, 4, 5

Map of Illinois

1. Maps have keys - these are guides to help us better understand and use the map. Find the key to this map and circle it.

2. Decatur is located in about the center of the state. Put an X on Decatur.

3. You are in Decatur and you want to go to Mattoon. Use your black crayon to draw the route. (You may need to use the index of cities found on the back of the map.)

4. There is a river on the Eastern side of the state. Find and circle the name of this river.

5. Again you are in Decatur. You are going to take Route 121 north west. Circle in green the first town you will come to.

CEREAL CIRCUS
Grades 2, 3, 4, 5

Use the cereal boxes to answer the following:

a. Find synonyms for tasty. (Note: synonyms are words that mean the same.)

b. Which box tells where the Quaker Company is located?

c. Write the address for the Quaker Company.

d. Write a story using only the words on the Cheerio box.

e. Write a letter sending for a free offer on one of the boxes.

f. How many words can you make out of the words on the back of the Frosted Flakes box?

g. Find all the three syllable words on all the boxes.

h. Which cereal would you choose to eat today?

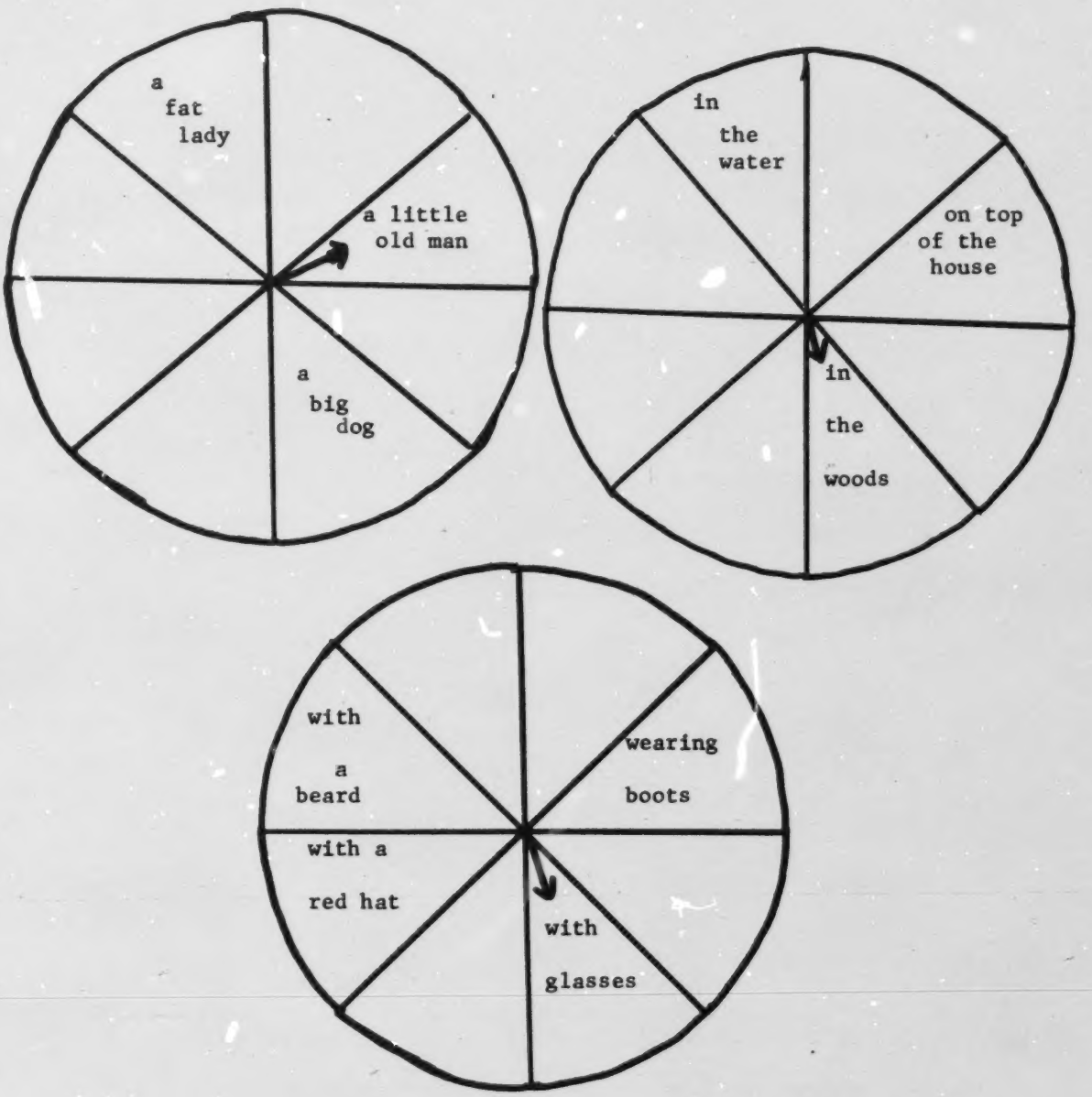
CREATIVE WRITING OR CREATIVE STORY TELLING
(SPIN A STORY)
Grades 1, 2, 3

Description and Procedure: Materials needed for the game are two or three circles made from poster board, 2-3 spinners, and strips of paper with characters and situations on them.

Purpose: This game is used for creative writing or creative story telling.

Description: Divide each circle into eight parts. On one circle, write a different character (old man, Chinese boy, big gray elephant, tiny girl, etc.) on each part. On the other circle, write a different situation on each part (in the woods, with a bear, climbing a tree, standing by a lake, etc.). A third circle could be used with a description of each character.

Procedure: Each child is given an opportunity to spin all circles. He is then to tell a story (or write) from the three phrases he has gotten.



This child would tell or write a story about a little old man, in the woods, wearing glasses.

If descriptions are written on strips of paper, they can easily be changed.

A HANDFUL OF VOWELS
Grades K - 1

Description and Procedure:

1. Large hand on bulletin board.
2. Finger puppets for teacher's use.
3. "Cutout" traced hand of each child.
4. Each vowel presented and studied for several days using ditto practice sheets.
5. Stickers or "cutouts" pasted on each child's appropriate "tagboard" finger as vowel is presented.
6. Notebook made of ditto practice sheets with child's "cutout" hand with stickers attached or pasted on front.
7. Cut out letters on inside back sheet - child cuts teacher-traced letter and pastes it there.
8. Drill very effective with finger puppets - lifting different ones up.

(SEE ILLUSTRATION)

RIP
Grade 2

Description and Procedure: This idea may be used to build vocabulary, as reinforcement in teaching digraphs, blends, syllabication, etc.

Pass out sheets of newspaper, ask students to "rip-off" small portions. Use the front page where the print is larger.

Students may be asked to circle five (or any number) of words that they would like to learn, a word that has a certain number of letters or words with digraphs or blends.

The student may copy these words on a sheet of paper and study them.

This is a useful tool in determining the students vocabulary level. Students with limited vocabularies tend to find small words, more advanced vocabularies find larger words.

USE SAME STICKERS ON FINGER PUPPETS AS ON CHILDRENS FINGERS.

TEACHING LETTER SOUNDS AND SPELLING: TEACHING SHAPES AND COLORS

Grades 1 & 2

Description and Procedure: SOUNDS & SPELLING - Make a letter grid for first graders. (1) tell, find, and tell - print letter on black board, jump on letter in grid, and give name or sound or both. Can do chain reaction game - child jumps and tells after being told, then in turn jumps and tells on another letter - repeated by a third child, etc.

(2) Give child capital letter - he jumps in small letter.

For first and second graders

Children spell words by jumping on letters - use any number of ways. See, hear, and spell - write word on blackboard, spell it orally and jump through it. Same - different - word that sounds the same but different meaning, bare-bear. Opposites, in-out. Spell it and do it - action words - jump - stamp - climb. Identify b-d-p - jump through - lid, bid, etc.

To teach shapes and colors - teacher and students each have an envelope with cut in all different colors. Teacher sings and students soon join in:

Use your eyes oh use your eyes, Quickly look and see
If your color is like mine, Hold it up for me.
(Sometimes use shape instead of color.)

Teacher pulls out color and child matches it. Just to teach color - sing: (all sing)

Someone's wearing a blue shirt, a blue shirt, a blue shirt,
Someone's wearing a blue shirt, and that somebody is you -
(all point to child in blue)

OVERHEAD-FLASH WORDS

Grades K-3

Description and Procedure: Preparation: Words to be studied are printed on the plastic overlay with a washable marking pen or grease pencil.

Activity: Using a paper mask (12"x18" paper with a rectangle cut-out in the middle) and a smaller paper to cover the hole, you place the paper over the word to be flashed. Quickly flip the smaller paper off and back in place. You can time the length of exposure to fit the ability of your students. Continue until you have flashed all the words.

Advantages: (1) material can be prepared early and saved as long as you wish, (2) motivation is high - children really love this, (3) makes word drill a fun activity, (4) increases speed in word recognition.

HOPSCOTCH BLEND
Grades 1 & 2

Description and Procedure:

Materials needed:

-Masking tape to make hopscotch on floor

-Blend cards (teacher or pupil made)

-Object to toss (eraser, bean bag, etc.)

Directions:

Play game by using basic hopscotch rules.

Procedure:

(1) Place different blend cards around hopscotch

(2) Begin game by having students say the letters of the blend

(3) Give sound

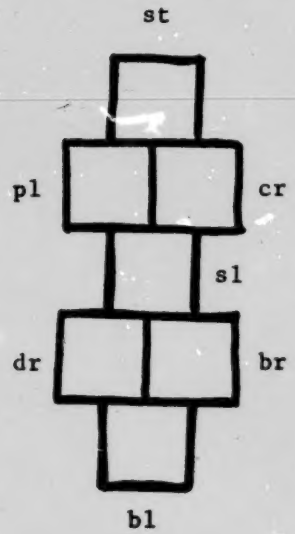
(4) Say a word that begins with that particular sound

(5) Put word in sentence

NOTE:

A. Children must listen because a blend word can only be given once.

B. Use of game will help develop muscular coordination also.



SHAMROCK GAME, WORD CARDS, CONCENTRATION
Grades K, 1, 2

Description and Procedure:

1) Three words are written on 15-20 large shamrocks (or any other shape). Words are written on smaller shamrocks. The large shamrocks are spread out on the table, words up. The child draws small shamrocks: finds the same word on the larger shamrock. Or the shamrocks can be put on the floor: children race to see who can find the word first.

2) Using word cards the children know, they build sentences. Sometimes I will ask them to make one that will use a question mark or a period.

3) To review words from a story or stories we play concentration. There should be 2 cards of each word. They are put face down in rows. Children take turns turning over 2 cards and reading the words. If they get a match they keep the two cards. The one with the most <u>pairs</u> wins.